



COOINDA PRIMARY SCHOOL STRATEGIC PLAN 2022-2024

SUCCESSFUL STUDENTS, EFFECTIVE TEACHERS, GOOD SCHOOLS



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At Cooina Primary School we believe . . .

Successful students leave our school with a strong foundation of knowledge, skill and confidence to become positive and productive members of a sustainable, global community.

Effective leaders are robust, inspiring, knowledgeable and skilled; confident in supporting their colleagues to achieve excellence, rigour and creativeness in their teaching pedagogies through current best practices

Effective teachers know their students and demonstrate a commitment to excellence in their practice that is reflective, collaborative, evidence based and responsive to student diversity.

Effective Educations Assistants are supportive of teachers and students, reflective of their role and collaborative, flexible, proactive team members.

Good schools create a safe, inclusive and nurturing environment that supports responsive and respectful relationships with the broader school community needs.



Our school motto is: Excellence through

C – Courtesy P – Pride S – Sincerity

Using the Keys to Success and Cooina Learning Qualities



At Cooina children proudly learn in a safe and happy environment. They are all seen as individuals and coming together they form a community that represents the varied backgrounds that make Australia such a wonderful multicultural place to live. This cultural diversity continues to be a distinctive attribute in our community, enhancing the development of our staff and students as whole people.

Cooina is indeed a ‘happy meeting place’.

**All the
Time**



Cooinda Primary School remains well respected within the broader East Bunbury community. There is an embedded perception that it is welcoming, open to all and safe. Cooinda continues to attract families from beyond its boundaries. And it has become well known for the support it provides to students from diverse backgrounds and with particular educational needs.

Our parent community continue to indicate a high regard for the school. Our students also reflect this regard and a recent student survey indicates our children feel very confident in talking with their teachers and receiving feedback that helps their learning. Cooinda is indeed a ‘happy meeting place’.

The school has invested in establishing an engaging and interactive physical environment that supports play and learning. We encourage risk taking and stretching personal challenges. As a school we seek to provide a wide range of learning opportunities within and out of the school day. We encourage learning connections to the local community and actively contribute to environmental stewardship.

Cooinda Primary School hosts the Specialised Learning Program for students with Autism Spectrum Disorder, being the only primary school outside the metropolitan area to do so. This highlights the school being well known for the support it provides to all students. This a targeted initiative that aims to accelerate learning of students who are experiencing challenges, as a consequence of their autism, with engaging with the curriculum, managing the complexities of social situations and communication and negotiating a setting as socially demanding as a school. Trained teachers and education assistants support students from kindergarten to year six through tailoring programs using evidenced based strategies.

OUR SCHOOL



The cultural diversity of our school continues to be a distinctive attribute in our community, enhancing the development of our staff and students as whole people.

Effective teaching and strong community partnerships support and strengthen student achievement and performance across learning area. Research clearly articulates the importance of sound teaching in making a positive difference to student performance. Cooida staff are committed to ongoing self reflection with a purpose of continual renewal in teaching and learning pedagogy.

Cooida Primary continues to use the Department of Education Planning documents for Public Schools to underpin its local context. The School Board continuously seeks feedback from our parent and broader business communities in regard to strategic directions for the coming planning cycles.

The parent community feedback provided these key reflections. Students will leave Cooida with:

Sound intrapersonal and interpersonal skills.

A love of reading and writing, a thirst for knowledge and skills in mathematics,

Pride in the quality and consistency of the work they produce.

Inquiry and problem solving skills to understand the world.

Capacity to access and creatively use emerging technologies for a purpose.

The business community feedback provided these key reflections. When looking to employ a young person the key qualities sought are:

Commitment

Care

Passion

Energy

Work ethic.

Desire to learn

Show Initiative

Solve problems

Work with independence

Capacity to work with others with respect

Empathy

Courtesy.



OUR COMMUNITY



Our vision for Coinda students is to prepare them for the modern world where they are able to thrive in a global society. Coinda is committed to developing all students to be best prepared for life in the 21st Century. Skills needed include problem solving, working creatively, thinking analytically, interacting and working seamlessly, communicating in multiple multimedia formats, and having qualities of ethics, action and accountability. Through building and supporting the growth of these skills we aim to develop students with a strong foundation of knowledge, skill and confidence to become positive and productive members of a sustainable, global community.

We recognise that at Coinda the experience of our teaching staff is extensive and we effectively share this expertise collaboratively. We support the need for developing effective teachers who know their students and demonstrate a commitment to excellence in their practice that is reflective, collaborative, evidence based and responsive to student diversity.

We want children to leave our school equipped to use resilience, confidence, organisation, getting along and persistence, to guide and support them in their future. We endeavour to prepare them to be self-driven, life-longer learners by employing the 7 Learner Qualities:- think, practise, question, reflect, connect, risk-take and self-awareness.



OUR VISION

OUR PRIORITIES

Our school planning continues to be focused on raising the performance of our students with a particular focus on increasing the level of progress made across each school year. While acknowledging the importance of aiming for sound levels of collective achievement, our focus on building rigorous progress for all students is our paramount goal. The school recognises the changing composition of our families and community, and continues to adjust and adapt to help meet the growing complexity of need, both in the academic and social and emotional fields.

We continue to ensure:-

- opportunity for self-reflection is valued, spaced and meaningful,
- what is evidenced as best teaching practice is an expectation, and teachers are supported to enact it.
- ensure student work and student voice is collected as evidence and shared to inform all planning in a manner that places it at the forefront of classroom practice.
- quality feedback remains a key agreed strategy across the school and will continue to drive the agenda for both staff, students and parents.

Cooinda has maintained a focus on exploring more effective and efficient ways to ensure continuous and ongoing whole school reflection and improvement. In the approaching planning cycle the school will continue to trial and develop more efficient and effective ways to achieve this.

Another key school driver has been the building of a global understanding and connection. Cooinda has now established a range of relationships and partnerships within and beyond the local community. These have elements of civic responsibility, friendship, cultural diversity and a broader understanding of sustainability. Similarly, the school has valued and promoted a strong focus on personal values and a self-driven attitude to achieving success. It has increased the range of partnerships to build strong mental health. This continues to be a key foundation of our school and community.

Cooinda staff remain committed to ongoing self-reflection with a purpose of continual renewal in teaching and learning. To strengthen this process an evidence based approach will link performance of individual students and groups of students to the performance of the school, and ultimately to system performance. A similar evidenced based approach will also drive ongoing teacher effectiveness through self-reflection and collaboration with colleagues. Targets for excellence will have a strong emphasis on ensuring a range of data guides the ongoing improvement agenda.

Anne Fletcher
Principal





OUR STRATEGIC PLAN

“Happy meeting place”

Every student, every classroom, every day

Strategic direction for Coinda Primary School 2022-2024

Coinda is indeed a happy meeting place, where personal excellence is a driving force, where diversity is celebrated, and equity prioritised to support all students in their future pathways.

Our aspiration at Coinda is to:

Provide every student with a pathway to a successful future	Ensure equity of opportunity for all students.	Build connection and partnerships with families and community groups.	Build capacity to maintain our own physical, social and emotional health.	Achieve year on year growth for students and staff.
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Our Improvement drivers:

1. Relationships and partnerships 1.1 Established and sustained connection with families of all cultures & community groups 1.2 Established and sustained connection with our Aboriginal families and Elders	2. Learning environment 2.2 Develop and embed student voice to drive a positive and productive attitude to learning 2.3 Maintain flexible and agile capacity for curriculum delivery.	3. Leadership 3.1 Increased leadership opportunities for teachers & allied professionals. 3.2 Authentic student leadership
4. Use of Resources 4.1 Partner with schools in the South Bunbury Network to target common gaps and build transition to secondary school. 4.2 Professional learning and practice to ensure positive succession planning.	5. Teaching Quality 5.1 Embed Multi-Tiered Support System 5.2 Use peer observation and feedback to support self-improvement.	6. Student Achievement and Progress 6.1 Use evidence to track every student to ensure year on year achievement and good progress 6.2 Build moderation of teacher judgements within and between schools.

Our success will be evidenced through:

<ol style="list-style-type: none"> 1. Student’s making good progress in literacy and numeracy achievement. 2. Improved ‘regular’ student attendance 3. Aboriginal students and families celebrating and sharing their culture. 4. Enhanced student and staff health and wellbeing 5. Increased student participation in STEM 	<ol style="list-style-type: none"> 6. Students having strategies for success at key transition points. 7. Increasing leadership knowledge, skill and opportunity accessed by staff and students. 8. An active community of learning for staff and students. 9. Community perception that Coinda is a good school for their children.
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OUR PRIORITIES 2022

Leadership will communicate the need for teachers and education assistants in the school to know and evaluate the impact of their teaching through guidance and support.

Leadership will guide and support teaching staff to develop targets for individual students requiring Engagement & Support Plans.

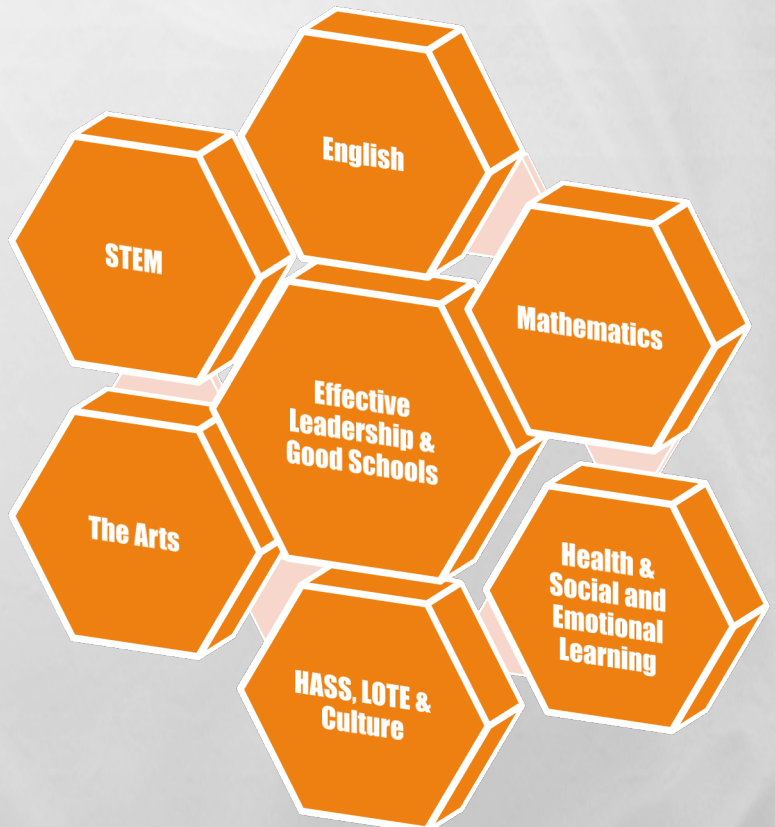
Students will demonstrate the use of developmentally appropriate spelling skills and rules to increase their spelling accuracy by approximately 40% over the year.

Students will improve writing achievement by 40 points in narrative with specific focus on vocabulary & narrative structure.

Students are given opportunities to practise critical and creative thinking through integrated STEM learning tasks & projects.

Our school planning directly links and responds to the Department of Education's Strategic Plan and annual Focus documents. We ensure success for every student, in every classroom, every day through high quality teaching, effective leadership and strong governance. Cooinda Primary School will continue to seek improvement through rigorous self-assessment and review of evidence and feedback.

Our aspirations and improvement drivers have been operationalised for the next 12 month period with 13 key target areas whilst maintaining 11 key strategies across the school.



OUR PRIORITIES 2022



All students recognise their year level Mathematics vocabulary and can orally articulate or demonstrate associated meanings 80% of the time.

Students and staff will recognise and value their own culture, languages and beliefs and those of others.

Students solve maths problems with 90% of children achieving year level PAT norm mean score by the end of 2022.

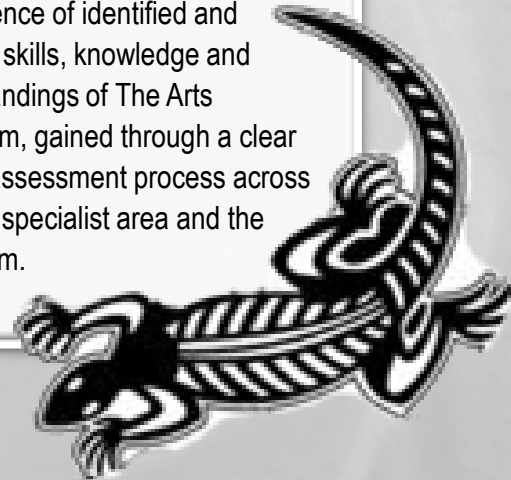
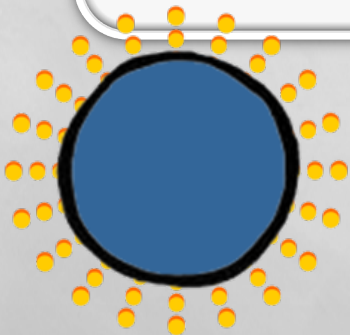
Students and staff recognise and celebrate diversity within our school community.

Students will demonstrate knowledge and skill to protect themselves as appropriate to their age.

Enhance student and community awareness of the value and contribution of The Arts to society.

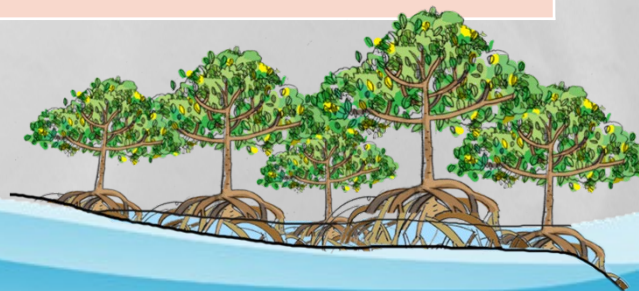
Targeted students in Kindergarten to Year 2 will demonstrate improved learning behaviours through improved core strength.

Students demonstrate the transference of identified and targeted skills, knowledge and understandings of The Arts curriculum, gained through a clear shared assessment process across both the specialist area and the classroom.



OUR MAINTENANCE AREAS FOR 2022

- 1** Partner with families, communities and agencies to support the engagement of every student by enhancing positive relationships practices that are responsive to their needs and concerns.
- 2** Embed whole school approaches to teaching, including for online and remote delivery.
- 3** All teachers will identify and use starting points for improvement in Reading for each student in their classroom.
- 4** Student performance will mirror increased teacher confidence in Bahasa Indonesian.
- 5** To annually increase the percentage by 5% of students consistently demonstrating interpersonal and intrapersonal skills as indicated through Attitudes, Behaviour, Effort (ABE) on Student Summative Reports.
- 6** Reduce the number of students requiring substantial support to interact successfully with their peers during break times.
- 7** Students increase their fluency in completion of addition, subtraction, multiplication and division problems.
- 8** All teachers will identify and use starting points for improvement in mathematics for each student in their classroom.
- 9** All students in Year 5 and 6 will use inquiry skills to research, develop and deliver key information about a specific topic to an audience at school.
- 10** Opportunity for students to experience live performance through excursions and incursions.
- 11** Opportunity for students to demonstrate their skills in Performing Arts curriculum.



GLOSSARY

AEDI – AUSTRALIAN EARLY DEVELOPMENTAL INDEX. THE AEDI IS A NATIONWIDE MEASURE THAT LOOKS AT HOW

AITSL STANDARDS – AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP STANDARDS. THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS DEFINES THE WORK OF TEACHERS AND MAKES EXPLICIT THE ELEMENTS OF HIGH QUALITY, EFFECTIVE TEACHING.

EAL/D – STUDENTS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE OR DIALECT. EAL/D STUDENTS ARE CLASSIFIED AS STAGE 1 (IN THEIR FIRST YEAR OF ENGLISH LANGUAGE ACQUISITION), STAGE 2 (SECOND YEAR) AND STAGE 3 (THIRD YEAR).

IEP – INDIVIDUAL EDUCATION PLANS ARE WRITTEN FOR A STUDENT WHOSE LEARNING WARRANTS MODIFIED STRATEGIES AND APPROACHES. IT IS A DOCUMENT THAT IS DEVELOPED FOR EACH PUBLIC SCHOOL CHILD WHO NEEDS SPECIAL EDUCATION. THE IEP IS CREATED THROUGH A TEAM EFFORT, REVIEWED PERIODICALLY.

NAPLAN – NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY IS CONDUCTED IN MAY EACH YEAR WITH STUDENTS IN YEARS 3, 5, 7, AND 9

ON ENTRY TESTING – A LITERACY AND NUMERACY SCREENING ASSESSMENT THAT PROVIDES INFORMATION FOR EARLY INTERVENTION FOR STUDENTS WHO MAY BE A RISK IN CRITICAL ASPECTS OF LITERACY AND NUMERACY. STUDENTS ARE ASSESSED EARLY IN PRE-PRIMARY WITH THE MODULE 1 ASSESSMENT AND EARLY IN YEAR 1 WITH THE MODULE 2 ASSESSMENT.

PEDAGOGY - THE ART OR SCIENCE OF TEACHING AND THE INSTRUCTIONAL METHODS UTILISED BY A TEACHER SO THAT STUDENTS MEET THE ACHIEVEMENT STANDARDS.

SAIS – STUDENT ACHIEVEMENT INFORMATION SYSTEM. A WEB BASED GRAPHING APPLICATION THAT ASSISTS TEACHERS AND OTHER STAFF TO ANALYSE STUDENT ACHIEVEMENT.

VISIBLE LEARNING - VISIBLE LEARNING MEANS AN ENHANCED ROLE FOR TEACHERS AS THEY BECOME EVALUATORS OF THEIR OWN TEACHING. VISIBLE LEARNING ALSO REFERS TO THE WAYS IN WHICH TEACHERS MAKE LEARNING MORE VISIBLE TO STUDENTS TO BUILD THE CAPACITY TO ASSESS THEIR OWN LEARNING. THE KEY STRATEGIES OF VISIBLE LEARNING INCLUDE EFFECTIVE FEEDBACK, KNOWING THE IMPACT OF TEACHING, DIAGNOSING EVIDENCE AND DEVELOPING INSPIRED AND PASSIONATE TEACHERS.

YOU CAN DO IT – A PROGRAM FOR DEVELOPING THE SOCIAL AND EMOTIONAL CAPABILITIES OF STUDENTS. THE FIVE CORE SOCIAL AND EMOTIONAL SKILLS TAUGHT IN A VARIETY OF WAYS ARE CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG AND RESILIENCE.

PLD – PROMOTING LITERACY DEVELOPMENT IS A LITERACY PROGRAM DEVELOPED BY DIANA RIGG THAT IS IMPLEMENTED THROUGHOUT KINDERGARTEN TO YEAR 6

WA CURRICULUM - THE PRE-PRIMARY TO YEAR 10 WESTERN AUSTRALIAN CURRICULUM PROVIDES A COHERENT AND COMPREHENSIVE SET OF PRESCRIBED CONTENT AND ACHIEVEMENT STANDARDS WHICH SCHOOLS WILL USE TO PLAN STUDENT LEARNING PROGRAMS, ASSESS STUDENT PROGRESS AND REPORT TO PARENTS.